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Printed materials, classroom equipment and audio-visual resources are listed for language arts, arithmetic, social studies, and science for the primary, intermediate, junior high, and senior high levels. Publishers' addresses and descriptions of the materials are given; also included are lists of professional books, bulletins, and curriculum guides. (MS)

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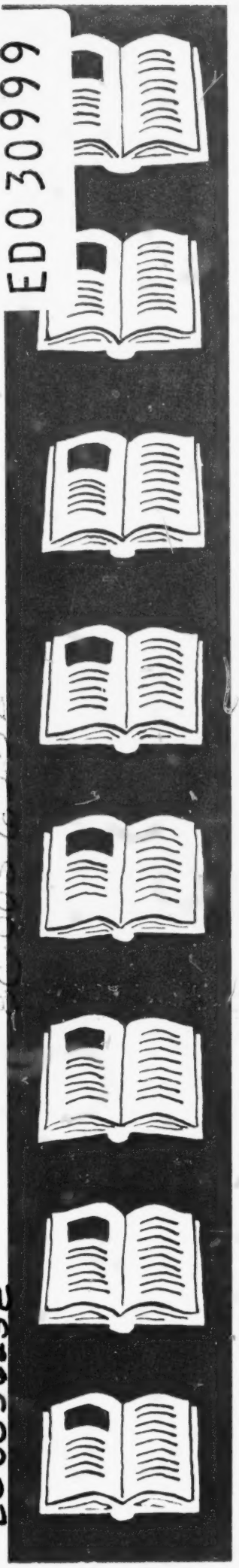

EC 003623

Suggested BASIC MATERIALS

for

Educable Mentally Retarded Children

State of Ohio
Department of Education

1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SUGGESTED BASIC MATERIALS FOR EDUCABLE MENTALLY RETARDED CHILDREN

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TABLE OF CONTENTS

Page

Foreword iv

To The Teacher vi

Criteria for Selection of Materials vii

Potential Academic Achievement Chart viii

Curriculum Guides ix

Primary Level

Language Arts 1
Arithmetic 7
Social Studies 9
Science 11

Intermediate Level

Language Arts 13
Arithmetic 19
Social Studies 21
Science 23

Junior High Level

Language Arts 25
Arithmetic 29
Social Studies 31
Science 35

Senior High Level

Language Arts 37
Arithmetic 41
Social Studies 45
Science 51

Instructional Media 53

Professional Books 61

Bulletins 65

Publishers 67

FOREWORD

This publication represents the continuing commitment of the Division of Special Education for the improvement of instruction in classes of educable mentally retarded pupils in Ohio.

We have included listings of printed materials, equipment and addresses for audio-visual resources. No attempt has been made to evaluate the innumerable educational materials; however, teachers are encouraged to use supplementary instructional media to reinforce established instructional goals for EMR children. Instructional materials should be previewed prior to their use with pupils. Most schools in Ohio have catalogues for teacher perusal. Teachers may preview most instructional materials free of charge upon request to the publisher or his representative.

Grateful acknowledgement is hereby expressed to the Regional Instructional Materials Center for Handicapped Children and Youth at Michigan State University for the active cooperation and materials support to this Division. Further, the Division of Special Education acknowledges the direct service to teachers throughout Ohio by Martha J. Venturi.

We hope this publication will serve as another resource to meet the unique educational requirements of the EMR pupil.

S. J. BONHAM, JR., Director
Division of Special Education

TO THE TEACHER:

This publication has been prepared to help implement a sequential instructional program for educable mentally retarded (slow learning) children. Materials have been presented for EMR pupils in the following general age levels:

PRIMARY — 6-9 years
INTERMEDIATE — 10-12 years
JUNIOR HIGH — 13-15 years
SENIOR HIGH — 16 + years

Particular attention should be paid to the appropriateness of material as it relates to maturity and achievement of each pupil. Teachers of EMR children are asked to refer to the Potential Academic Achievement Chart for guidelines regarding materials for varying age and grade levels.

With the growth of classes for educable mentally retarded at each level (primary through high school) a sequential program of instruction is essential. A coordinated effort should be made to: (1) establish realistic adult goals for EMR pupils, (2) develop or use available curriculum guides to implement goals, (3) use the appropriate materials to achieve these desired goals.

In order to achieve maximum benefit from available financial resources, special education teachers should consolidate requests for materials. Instructional materials should be shared as pupil needs dictate.

The materials and publishers identified in this publication are in no way intended to represent an exhaustive listing. These are intended to be examples of materials appropriate for use with EMR children.

The Division of Special Education has established an Instructional Materials Center at 3201 Alberta Street, Columbus, Ohio 43204. This center is an associate to the Regional Instructional Materials Center for Handicapped Children and Youth located at Michigan State University.

Present services include:

1. Consultative services from the professional staff of the Division.
2. Assist local schools in the selection of instructional materials.
3. In-service training for teachers related to instructional materials.
4. Identify financial resources for the establishment of local instructional materials centers.

For further information contact Martha J. Venturi, Educational Consultant, Instructional Materials.

CRITERIA FOR SELECTION OF MATERIALS

1. Appropriate materials are of necessity selected to fit the age ranges, mental maturity ranges and social developments which may be expected at each level in the program.
   a) Difficulty of materials is related to probable range of mental abilities.
   b) Content is related to the chronological age and social interests of the children.

2. Program goals must be kept in mind when selecting materials, since instructional materials used help determine whether these goals are attained. This is more important now than formerly because more communities have a sequential program providing for children from primary years through high school graduation. Teachers must now be more aware of what is appropriate for their own segment of the program.

3. With books, specific factors were reviewed:
   a) Appearance, by comparison with those used by other students of comparable age.
   b) Page arrangement—placement and quantity of pictures and diagrams; kind, quality and social significance of pictures.
   c) Kind, style, quality of type used.
   d) Evidence of grade labelling and whether this is too obvious.

4. Accuracy of content. Inaccuracies are never deliberate, but sometimes exist:
   a) by implication for a group of children who read quite literally.
   b) because material written even five years ago may not reflect current knowledge in some content areas.

5. Selection was made in part from materials already in use in Ohio EMR classes and recommended by experienced teachers in the field.

Potential Academic Achievement of Children with Various Intelligence Quotient Levels

	EDUCABLE RETARDED	SLOW AVERAGE	AVERAGE
	I.Q. 50-80 3-4½% of school enrollment	I.Q. 81-90 12-16% of school enrollment	I.Q. 91-110 60-68% of school enrollment
PRIMARY Chronological Age Range	6 to 9 years	6 to 9 years	6 to 9 years
Approximate Mental Age Range	3 yrs. to 7 yrs.	4 yrs. to 8 yrs.	5 yrs. to 10 yrs.
Range in possible achievement	Pre-K to Grade 1	Pre-K to Grade 2	K to Grade 4
INTER-MEDIATE C.A. Range	10 to 12 years	10 to 12 years	10 to 12 years
Approximate M.A. Range	5 yrs. to 9½ yrs.	8 yrs. to 11 yrs.	9 yrs. to 13 yrs.
Range in possible achievement	K to Grade 3	Grades 2 to 5	Grades 3 to 7
JUNIOR HIGH C.A. Range	13 to 15 years	13 to 15 years	13 to 15 years
Approximate M.A. Range	6½ to 12 years	10 yrs. to 13 yrs.	11 yrs. to 16 years
Range in possible achievement	Grades 1 - 5	Grades 4 to 7	Grades 5 to 11
SENIOR HIGH C.A. Range	16 to 18+ years	16 to 18+ years	16 to 18+ years
Approximate M.A. Range	8 yrs. to 13 yrs.	12 yrs. to 14 yrs.	14 yrs. to 17 years
Range in possible achievement	Grades 2 to 6	Grades 6 - 8	Grades 8 to 12

CURRICULUM GUIDES

The Slow Learning Program in Elementary and Secondary Schools

Curriculum Bulletin #19
Cincinnati Public Schools
230 East 9th Street
Cincinnati, Ohio 45202

* * * *

a. *Units of the Curriculum for Elementary Retarded*

b. *Units of the Curriculum for Junior High School Retarded*

c. *Units of the Curriculum for Senior High School Retarded*

Syracuse City Schools
Special Education Department
Syracuse, New York

* * * *

a. *Preparing for Job Success, Junior High Curriculum*
#61CBP25 (reading)

b. *Preparing for Success in Life, Junior High Curriculum*
#61CBP72 (arithmetic)
Houston Public Schools
Houston, Texas

* * * *

Curriculum Guide for Teachers of Slow Leaning Children

Montgomery County Schools
15 North Main Street
Dayton, Ohio 45402

* * * *

a. *Social Skills for Living*

b. *Language Art Skills for Living*

Athletic Store
State College, Pennsylvania

* * * *

An Experimental Curriculum for Young Mentally Retarded Children

Bureau of Publications
Teachers College
Columbia University
New York, New York

a. *Language Arts Curriculum for the Mentally Handicapped*

b. *Science Curriculum for the Mentally Handicapped*

c. *Physical Education Curriculum for the Mentally Handicapped*

d. *Reading Curriculum for the Mentally Handicapped*

e. *Music Education Curriculum for the Mentally Handicapped*

f. *Craft Curriculum for the Mentally Handicapped*

Sister of Saint Francis of Assisi
Saint Coletta School
The Cardinal Stritch College
Milwaukee, Wisconsin

* * * *

a. *Guides for the Development of Life Experience Units*

b. *A Social Attitude Approach to Sex Education for the Educable Mentally Retarded*

c. *The Newspaper: A Major Supplement to Language Arts Program for Educable Mentally Retarded*

d. *Homemaking for the Educable Mentally Retarded Girl*

e. *Life Experience Starter Units*

f. *Science: Suggested Content, Activities, Experiments for the Educable Mentally Retarded*

g. *Law and Authority: An Essential Part of the Social Studies Program for the Educable Mentally Retarded*

h. *Speech Improvement for the Mentally Retarded*

i. *Improving Instruction for the Trainable Mentally Retarded: A Working Document*

Division of University & Extension Services
University of Iowa
Iowa City, Iowa 52204

PRIMARY LEVEL
LANGUAGE ARTS MATERIALS

EDUCABLE MENTALLY RETARDED PROGRAM

The primary class for EMR children is basically a readiness program. As such, the program is largely non-academic.

The teacher's major responsibility is to develop a strong readiness program. This should provide experiences which will enable the child to make acceptable academic gains in intermediate and junior high classes. Formal reading experiences should not begin before the child has attained a mental age of six, however, informal reading using experience charts and children language should be developed by the primary class teacher.

PUBLISHER CODE	TITLE	DESCRIPTION
F- 4	*The Parkinson Program for Special Children, Rev. Stage I*—Reading Readiness kit, Rev.	A complete kit—teacher's manual plus materials for 15 children—excellent for the youngest children, M.A. 3 and 4,—for directed work. Developed specifically for EMR's.
F- 4	*The Parkinson Program for Special Children, Rev. Stage II*—Reading Readiness Workbooks	Readiness materials for small group work under direction. Can follow materials listed above or be a part of general readiness for M.A. 4+. Developed specifically for EMR children.
F- 4	*The Frostig Developmental Program in Visual Perception* Pictures and Patterns, Beginning, Intermediate, Advanced	These three workbooks contain most of the materials incorporated in the Frostig sheets.
F- 4	*The Frostig Visual Perception Materials*	Study sheets for use by small groups in a directed situation. Excellent if used as suggested.

PUBLISHER CODE	TITLE	DESCRIPTION
A- 6	*Peabody Language Development Kit* Primary (MA 3-5)	Contains many manipulative items to encourage language with teacher's manual.
A- 6	*Peabody Language Development Kit #1* (MA 4½-6½)	Language stimulation for small groups by means of manipulative items and stimulus cards.
C- 5	*Useful Language*—Level I Level II, Level III *Visual Motor Skills Level I* *Visual Discrimination Level I* *Thinking Skills Level I*	Duplication materials — for use with small groups in directed study lessons.
C- 8	*Let's Look* *Pictures to Read* *Words to Read*	For directed advanced readiness work with small groups.
D- 1	*Now I Look* *Now I Read*	Readiness materials for small group work.
H- 3	*Let's Talk and Listen* *Let's Talk and Write*	Beginning communication skills.
H- 5	*Little Bear* *Little Bear's Friend*	Paperback—"I can read" books.
F- 5	*Words for Writing*, A to Z Spellers	Beginning experiences in written communication.
M- 8	*Visual Experiences for Creative Growth*, Developmental Activity Series Units I and II Units III and IV Units V and VI	Sixty large study prints which should be used sequentially. Motor coordination and physical activities stressed. Social-emotional concepts. Language skills.
J- 1	*Sequees*, Series 4, 6, 12, All titles	For directed small group readiness.

PUBLISHER CODE	TITLE	DESCRIPTION
J- 1	*Stick-O-Mats*	For readiness activities in developing form perception and language concepts.
L- 7	*Fun With Us* *Ride With Us* *Play With Us*	For directed work with advanced readiness group.
S- 4	*Learn to Listen, Speak and Write Series* Level 1-1 Level 1-2	Teachers' edition, particularly helpful. Beginning experiences in written communication.
S- 4	Linguistic Block Series *The First Rolling Reader*	Mature primary children will enjoy working with these, under direction.
S- 4	*We Read Pictures* *We Read More Pictures* *Before We Read*	Teachers' edition — readiness skills with small groups.
S- 5	*I Learn to Write* Kindergarten Book One	For teacher use. Stimulates written language with emphasis on words.
S-11	Readiness Materials *Steps to Reading*	Work sheets to be used, under direction.
S-11	The *"Getting Ready to Read"* Workbook The *"Our Dog" Workbook*	Readiness material, approaching level for reading.
S-11	Functional Basic Readers *About King* *About Mary and Bill* *About Friends* *About Fun and Play* *About Things at Home* (Other titles suggested at other age levels.)	A basic series for EMR children. For directed study with small groups.
F- 4	*I Want to Learn*	Charts, activity books and teachers guide to develop readiness skills.

PUBLISHER CODE	TITLE	DESCRIPTION
E- 5	*Language Experiences in Reading*	Programmed series for beginning reading and writing.
H- 9	*Sounds of the Home* *Very First Words*	Single copies.
F- 4	*Picture Dictionary*	Two or three copies.
C- 3	*Picture Book Dictionary*	Two or three copies.
C- 3	*Easy Reading Picture — Story Books*	Single copies.
L- 6	*What if For My Birthday?*	To be read by teacher to group—for language stimulation.
H- 9	*Kinder Owls*	Individual copies, picture and story books. This set includes 20 books in language literature, arithmetic, social studies and science areas.
F- 4	Pre-Reading *Read Aloud Books*	Library books (45) to develop readiness skills.
R- 2	*Dr. Seus* Series	To be read by teacher to group.
G- 1	*The Happy Bears*	Readiness and beginning reading book and game.
P- 3	*Non-oral Reading* Series	Picture charts, word cards and wall charts.
H- 4	*School Readiness Treasure Chest*	Library books (36) to develop readiness in language arts, arithmetic and social studies.
M- 4	*The Headstart Book* of *Looking & Listening* of *Knowing & Naming* of *Thinking & Imagining*	Games, stories and rhymes to extend readiness skills.
F- 4	*Listen-Hear Books*	Six books with emphasis on auditory discrimination.

CODE PUBLISHER	TITLE	DESCRIPTION
A- 4	*Matrix Games*	Games to develop language skills.
I- 4	*Instructo Activity Kits*	Kits using multi-sensory stimuli to teach readiness concepts.
M- 2	*Training Fun With Writing* Book I and II	Begins with letters and moves into words and sentences.

PRIMARY LEVEL
ARITHMETIC

EDUCABLE MENTALLY RETARDED PROGRAM

Arithmetic in primary classes for EMR children is a readiness program. Each lesson should be preceded by group discussion and demonstrations with pupil participation. Since most of the arithmetic experiences in primary special classes deal with developing an understanding of number concepts and processes, many visual and manipulative materials are necessary to the adequate operation of the program.

PUBLISHER CODE	TITLE	DESCRIPTION
C- 9	*Cuisenaire Rods*	Uses colored rods to designate number concepts.
H-10	*Structural Arithmetic* Kindergarten Kit Grade 1 Kit	Colored materials based on pupil discovery with pupils worktexts teachers' manuals.
H- 4	*Pre-Number Readiness Kit*	Manipulative materials plus unique worktext for pupils. This program contains five areas; seriation, form, logical sequence, spatial apperception and pattern.
F- 5	*Number Time,* Book I	Workbook.
F- 5	*Arithmetic Foundation* Level 1	Manipulative experiences will need to be added by the teacher.
H- 9	*Sounds of Numbers*	Stories to reinforce number concepts.
C-11	*Stepping Stones* Plastic Peg Board & Pegs Number Learner	Manipulative Items.
I- 4	*Pupil Number Line* *Pupil Counting Frame*	Manipulative Items.

PUBLISHER CODE	TITLE	DESCRIPTION
B- 3	*Add-Me*	Arithmetic games, sums through ten.
H- 3	*Let's Count One by One*	Workbooks for small group use.
P- 5	*Numbers for You and Me*	Workbooks for small group use.
H-12	*Numbers for Beginners*	Liquid Duplicator Materials.
M- 2	*Training Fun with Numbers* Book I and II	Basic concepts, value of money and understanding the clock.

PRIMARY LEVEL
SOCIAL STUDIES

EDUCABLE MENTALLY RETARDED PROGRAM

Since the majority of EMR's up to and through age ten have little reading skill, social studies is primarily an action experience for the primary class. *Seeing, feeling,* and *talking* all take precedence over reading in developing children's awareness of people, places and things in their immediate environment and in learning social interaction. Consequently, few books are suggested for use with EMR children in primary classes. Teachers are referred to additional curriculum guides, teachers manuals and professional references from which ideas for social studies units can be gleaned.

PUBLISHER CODE	TITLE	DESCRIPTION
P- 5	*Man in Action* Series Level A and B	An interdisciplinary social science program with teacher's manual.
F- 2	*Mixie the Pixie* Series	Chart stories intended to develop social concepts.
T- 2	*Familiar Safety* Signs Set I	
H- 9	*Words and Action*	Photo series to invite role-playing with young children.
B- 2	*Experiential Development,* Readiness—K	Designed to motivate language and social experiences.
B- 2	*Uni-Kits for Primary Grades*	Selected books from the How Series and teacher's guide.
H- 9	*Kinder Owl* Series	Develop social growth ideas, single copies.
H- 9	*Little Owl* Series	

PUBLISHER CODE	TITLE	DESCRIPTION
S- 2	*A Book About Me*	Indicates how each child "sees himself" in relation to the world around him.
A- 1	*Curious Chester*	Reference with teacher's manual.
A- 3	*Our Homes and Our Schools*	Several copies.
H- 7	*A New Hometown*	Develops concepts of interdependence of people.
S- 4	*At Home*	Teacher edition can serve as base for social studies units.
S- 8	*We Play* *We Live With Others*	Teacher edition preferable — builds social studies sequence.
W-12	*My Weekly Reader* Kindergarten Edition	Pictorial readiness sheets, copies for entire group.
C- 5	*Monthly Activity Units* Grade 1	Social studies concepts.

PRIMARY LEVEL

SCIENCE

EDUCABLE MENTALLY RETARDED PROGRAM

Science should be an active learning experience for the young EMR. Science is designed to develop the child's awareness of his environment, and for that reason must be centered around his physical and mental health, and personal safety. Through observation and manipulations, the pupil can also learn about plants and animals and the effect of weather and seasons on his daily life.

Books can be used to supplement science activities.

PUBLISHER CODE	TITLE	DESCRIPTION
A- 1	*Exploring Science,* Book I	A single copy can be useful for reference.
B- 2	*Animal Adventure* Series Science and Conservation Series	Single copies for library table are suggested.
	Let's Go *Let's Try*	Good basic books. Single reference copies are suggested.
G- 2	*Health and Happy Days*	Single copy, reading shelf, suggested
H- 4	*Now You Do It*	A chartbook of pictures that develop a sequence of ideas and introduce children to basic science concepts.
H- 7	*Science for Work and Play*	Teacher's edition has many good suggestions. Filmstrips accompany text.
L- 1	*First Steps to Health*	Single copy, teacher's edition.
M- 1	*The Macmillan Science-Life Series,* Book I	Makes use of picture interpretation more than reading. Three to five copies suggested for class use.

PUBLISHER CODE	TITLE	DESCRIPTION
S- 4	*Science is Wondering*	A series of charts that stimulate science questions and activities. These should be a "must" in every primary class. Introduction to basic concepts.
S- 4	*Health and Safety* charts	A second chart series built around health concepts.
S-14	*Do You Know?*	Workbook that can stimulate language relating to science.
H- 9	*Science, A Modern Approach* K—Grade 1	Provides for sequence of activities.
A- 8	*Activity Programs for the Mentally Retarded*	Brochure describing physical activity programs.

INTERMEDIATE LEVEL
LANGUAGE ARTS MATERIALS

EDUCABLE MENTALLY RETARDED PROGRAM

At the intermediate level, teachers may want to use a basic reading series. The teachers' manuals of the series are essential for the sequential development of reading skills.

The reading series selected should be DIFFERENT from the reading series used in the regular elementary program.

When a basic reading series is used, it must be supplemented with other books because the sequence in basic series moves faster than the growth patterns of EMR's.

PUBLISHER CODE	TITLE	DESCRIPTION
C- 5	*Useful Language,* Level III *Visual Motor Skills* Levels I and II *Visual Discrimination* Level II *Beginning Sounds* Levels I and II *Independent Activities* Levels I and II	Extended readiness—reinforcements for related reading skills —liquid duplicator materials.
M- 2	*Training Fun with Writing* Books II, III and IV	A sequential writing program leading to cursive writing.
F- 5	*Words for Writing,* A to Z Spellers, Books I and II	Writing and spelling combined.
T- 2	*Instructional Signs*— Set I	For group and individual use to develop awareness of directional signs.
T- 4	*Common Signs of Community Service and Safety*	Two or three sets are suggested for use by individuals and groups. Reading for protection.

PUBLISHER CODE	TITLE	DESCRIPTION
M- 3	Challenge Readers *Being A Friend* *Winning Friends*	Co-basal readers based on social situations with provisions for class discussion.
F- 4	*Keyboard Town Typing*	A typing method devised for EMR children which the classroom teacher will find useful with 10-13 year old EMR's.
S- 4	*Learn to Listen, Speak and Write Series* Level 1-2 Level 2-1 Level 2-2	Teachers' edition will prove to be good resource. Extending written communication skills.
S- 5	*I Learn to Write* Book I Book II	Book I—good teacher resource. Book II—may be utilized by small group.
S- 4	*My Little Pictionary* *My Second Pictionary*	Two or three copies for reference.
G- 4	*The Golden Dictionary*	Two or three copies for reference.
A- 6	*Peabody Language Development Kit* Level 2 (MA 6-8)	Manipulative items, stimulus cards and a "teletalk" to extend language development, with teacher's manual.
A- 6	*Peabody Language Development Kit* Level 3 (MA 7½-9½)	Stimulus cards, tapes and records, with teacher's manual to stimulate oral language.
A- 4	*Language Latto*	Language game.
W- 2	*The Wenkart Phonic Readers*	Supplementary Readers based on sounds of letters.

For teachers who wish to use a basic reading series, the following series are listed. No attempt was made to have this list be all-inclusive and teachers may prefer other series. A basic reading series used with EMR pupils should be DIFFERENT from the regular series of the school.

Basic Reading Series

PUBLISHER CODE	TITLE	DESCRIPTION
S-11	Functional Basic Readers *About Things at Home* *About Going Away* *Come Along* *Ready to Help* *Making Friends* *Something to Do* *World of Wonder* *Enjoy the Seasons* *Things to Believe*	This multi-leveled series was designed for EMR pupils. Levels are designated by IQ levels.
F- 4	*City Schools Reading Program*	Written for inner-city schools, pre-primary to grade 1, with teacher's manuals, workbooks, word phrase and picture cards.
M- 1	*Bank Street Readers*	Cuts across ethnic groups in modern cities.
O- 4	Open Court Readers *Learning to Read and Write* *Reading and Writing* *Word Line Book*	Level 1 includes records, word-matching games, sound cards, alphabet cards and other items. Reading series correlates reading, writing and spelling activities.
L- 8	*Developmental Reading Series*	Basal reading system. Classmate editions are written approximately two grade levels lower than regular edition.
I- 1	*Early to Read, ITA Pro-Program,* Rev.	Putman's Initial Teaching Alphabet used in comprehensive language arts approach.

PUBLISHER CODE	TITLE	DESCRIPTION
G- 2	*Ginn Basic Readers*, Rev.	Basal Reading Series with kits, games and other supplementary materials.
S- 2	*Lift-off to Reading*	Progressive Choice Reading Program designed for pupils who may have poor motor, visual, verbal or perceptual skills.
H- 4	*The Linguistic Readers*	Uses linguistic principles.
M- 1	*Macmillan Reading Program*	Basic comprehension skills and vocabulary development are stressed.
M- 8	*Merrill Linguistic Readers*	Uses linguistic principles — no illustrations used in readers.
W- 4	*Sullivan Programmed Reading Program*	Combines linguistic principles with programmed learning concepts.
S- 4	New Basic Readers *Curriculum Foundation Series*	Multi-ethnic edition of basal reading program.
L- 5	*Basic Reading Series*	Linguistic concept. Workbooks can be used independently.
B- 1	*Sullivan's Reading Readiness Program*	Teaches recognition of letters and numbers.
B- 1	*Sullivan Remedial Reading Program*	Linguistic principles. Worktext plus supplementary readers in a programmed learning approach.

Supplementary Reading

PUBLISHER CODE	TITLE	DESCRIPTION
B- 2	*Butternut Bill* Series	Reading Levels, Primary - 3
M- 6	*Easy to Read Books*	Reading Levels, 1 - 3
M- 6	*Good Times Books*	Reading Levels, 1 - 3
H- 9	*Sounds of Language* Readers	Collection of poems, stories and articles, with teachers' manuals.
B- 2	*Animal Adventure* Series	Reading Levels, pre-primary - 3
B- 2	*Button Family* Series	Reading Levels, Pre-primary - 1
B- 2	*Cowboy Sam* Series	Reading Levels, Pre-primary - 3
B- 2	*Dan Frontier* Series	Reading Levels, Pre-primary - 3
B- 2	*Moonbeam* Series	Reading Levels, Pre-primary - 4
R- 2	*Beginner Books*	Reading Levels, Pre-primary - 2
H- 4	*I Can Read* Series	Reading Levels, 1 - 3
F- 4	*Beginning to Read* Series	Reading Levels, 2 - 3
B- 2	*Easy to Read* Books	Reading Levels, 2 - 3
C- 3	*Easy Reading*—Picture Story Books	Reading Levels, 1 - 2 Reading Levels, 1 - 3
G- 1	*True Stories*	Reading Levels, 2 - 3
G- 1	*Folklore Stories*	Reading Levels, 2 - 3
B- 2	*What Is It* Series	Reading Levels, 2 - 3

INTERMEDIATE LEVEL

ARITHMETIC

EDUCABLE MENTALLY RETARDED PROGRAM

Concrete arithmetic experiences, started with the primary children, must be continued in the intermediate classes. This is the way number concepts are established, and both computational and problem solving skills developed.

If you are not using a basic arithmetic series, a teacher's guide should be used to sequentially develop the arithmetic concepts.

PUBLISHER CODE	TITLE	DESCRIPTION
H-10	*Structural Arithmetic* Program, Grades II and III	Kit and work texts with teacher's manuals.
C- 9	*Cuisenaire Rods*	Size and color coded to aid in development of concepts.
K- 1	*Flash Cards,* Addition and Subtraction	
S-16	Measuring Sets, Bead Abacus, Classroom Calendar	Manipulative devices.
C-11	Clock, Thermometers—Rulers marked with ½ and ¼ inches	Manipulative devices.
C- 5	*Measurement, Time, Money* (use with actual money)	Liquid duplicator sets, teacher must add manipulative items.
F- 5	*Arithmetic Foundation* Level II, III	Workbook used with small groups.
S- 1	*Self Teaching Arithmetic* Books, 1, 2, and 3	Supplementary practice books with teacher's manuals.

PUBLISHER CODE	TITLE	DESCRIPTION
K- 1	*Addo Arithmetic Game*	Practice of 100 addition combinations.
M- 2	*Training Fun with Numbers* Books II and III	Work text; Sequential program will need to be supplemented.

INTERMEDIATE LEVEL
SOCIAL STUDIES

EDUCABLE MENTALLY RETARDED PROGRAM

While a few EMR's are unable to make substantial reading progress even in the intermediate special class, most bring a degree of social background and sight vocabulary with them from the primary area. Skills developed in the language arts can be used in subject areas, so that, while seeing, feeling, and talking about social studies content still receives major emphasis, intermediate class pupils are now encouraged to secure additional information by reading books and using other resources.

Textbooks purchased in limited quantities may become resource materials studied by small groups under teacher guidance or used by class committees in working out reports. In addition, the room library should include many single copies of "information books" relative to units planned for the intermediate area. Most of these will relate to the immediate neighborhood and will be designed to encourage greater personal responsibility, improved social interaction and sharper awareness of the environment than children of a younger age could develop. A wide variety is particularly essential because children may find themselves in the same special class for more than one year.

PUBLISHER CODE	TITLE	DESCRIPTION
P- 5	*Man in Action* Series Level B and Level C	Social science series and teacher's manual.
B- 2	The *How* Series	Reference; description of services and industries.
S- 6	*Families and Their Needs Communities and Their Needs*	Sequential development of home, school, community concepts.
C- 3	*I Want To Be* Series	Reference books.
G- 1	*The Holiday Books*	Single copies for reference.
A- 2	*Our Neighborhood hood*	Five—Six copies suggested for use by small groups.

PUBLISHER CODE	TITLE	DESCRIPTION
B- 2	*You and the Neighborhood*	Good references, five—six copies.
C- 3	The *True Book* Series	Single copies for reference.
F- 4	The *Big City* Series	Single copies for reference.
H- 7	*In School and Out*	Reference, suggest five—six copies.
H- 7	*It's Fun to Find Out* Series	Reference, single copies.
M- 6	*All About* Series	Single copies.
S- 2	*Our Working World* Grade 1	Resource unit to develop concepts of work and of interdependence.
S- 8	*We Have Friends*	Reference copy.
W- 4	*In Town and City*	Reference copy.
S- 1	*News Pilot* *News Ranger*	Weekly newspaper.
W-12	*My Weekly Reader* Edition 1 and 2	Weekly newspaper.
T- 4	Reading for Safety: *Common Signs of Community Service and Safety* Parts I and II	Replicas of common signs used for protective vocabulary.
O- 6	*Bike Riders Manual*	Reference for teachers.
C- 5	*Monthly Activity Units* Grades 2 and 3	Resource for pupils.

INTERMEDIATE LEVEL

SCIENCE

EDUCABLE MENTALLY RETARDED PROGRAM

Because his peers are using books to gain information, it becomes important to EMR's at this age level to use some comparable material. However, seeing, feeling, and experimenting with things to secure answers to questions are still the most important approaches to science for these boys and girls. Teachers need to be selective of information, also, recognizing that health, safety, plant and animal life, weather and seasons, are primary units for study.

PUBLISHER CODE	TITLE	DESCRIPTION
A- 1	*Exploring Science,* Book II	A single copy of this primary text would make a good reference.
A- 3	*ABC Science Series,* Book 1 Book 2	Good reference material. Suggest two or three copies of each for class use.
B- 2	Science and Conservation Series *Let's Find Out* *Let's Look Around*	Good basic books. Single reference copies suggested.
B- 2	*What Is It?* Series	Single copies on the reading table.
H- 7	*Science for Work and Play* *Science for Here and Now*	Excellent reference material—filmstrips should be helpful. Three to five copies suggested.
L- 1	*The Macmillan Science Life Series,* Book 2	Teacher directed. Suggest three to five copies.
M- 6	*The Look-Read-Learn Books*	Single copies for library reference are suggested.

PUBLISHER CODE	TITLE	DESCRIPTION
S- 4	*Science is Fun*	Picture interpretation rather than reading. Teacher's edition, plus several copies.
S- 4	*Science is Learning*	Good basic material. Teacher's edition plus five or six copies are suggested.
S- 4	*Health for All* Books I and II	Deals with mental and physical health. Three to five copies suggested.
S- 6	*Science 1*	Photographic plates make this a superior reference for intermediate children. Single copy.
S- 8	*Science for You*	
S-14	*Things Around You*	A workbook that can be useful for review.
H- 9	*Science a Modern Approach*	Experiments are basic in this program.

JUNIOR HIGH LEVEL
LANGUAGE ARTS MATERIALS

EDUCABLE MENTALLY RETARDED PROGRAM

Reading skill development is a vital part of the language arts program in the junior high EMR class. These are the years when the pupils can make greater gains in academic skills and should be helped to use skills independently. In addition to formal reading instruction, opportunities for application of reading must be provided. This is one reason when library reading is stressed and many single copies of books are included in the science and social studies areas.

The junior high teacher will need to be familiar with reading techniques and should have copies of teacher's manuals and reading texts as professional resources.

PUBLISHER CODE	TITLE	DESCRIPTION
C- 5	*Rhyming—Level II* *Beginning Sounds* *Independent Activities* Level II	Liquid duplicator materials—to be used for reinforcement and extension of related reading skills — small groups, directed study.
E- 4	*Signs of Everyday Life*	Safety signs for group and individual use.
T- 2	*Instructional Signs* Sets II and III	Safety signs for group and individual use.
M- 3	Challenge Readers *Keeping Your Friends* *Aiming High*	Provides opportunities for classroom discussion of social situations.
S- 5	*Learn Manuscript Writing*	For use in junior high to develop and maintain manuscript writing patterns.
S- 4	*My Second Pictionary*	Two or three copies for reference.
S- 4	*Beginning Dictionary*	Two or three copies for reference.

PUBLISHER CODE	TITLE	DESCRIPTION
S- 4	*Learn to Listen, Speak and Write* Series	For improving and extending written communication skills.
G- 4	*My First Golden Dictionary*	Two or three copies for reference.
G- 4	*Illustrated Dictionary for Young Readers*	Two or three copies for reference.
M- 4	*English for Today* Books 1 and 2	Remedial approach to written and spoken language arts skills.
R- 1	*English That We Need*	Simplified worktext for grammar.

Basic Reading Series

See intermediate level for lists of basic reading series. Every attempt should be made to provide a sequential program in reading.

PUBLISHER CODE	TITLE	DESCRIPTION
S-11	Functional Basic Reading Series *Enjoy the Seasons* *Things to Believe* *Something New* *Among Friends* *Gather Around*	May be used by small groups in directed study.
S- 2	*Reading in High Gear*	Progressive choice program for adolescents.
W- 4	*New Practice Readers* Books A and B	Remedial reading practice.
E- 5	*Words In Color*	Letter sounds are color coded on large charts. Books accompany this program.

Supplementary Reading

PUBLISHER CODE	TITLE	DESCRIPTION
G- 1	*The Discovery Books*	Single copies.
F- 1	*Pacemaker Story Books* Sets I, II and III	High interest, low vocabulary books.
F- 5	*Deep Sea Adventure* Series	Low controlled vocabulary level.
F- 5	*Jim Forest* Series	Junior High interest—primary reading level.
C- 3	*True Book* Series	Single copies.
F- 5	*Morgan Bay Mystery* Series	Teenage interest—primary reading level.
B- 2	*Space Age* Books	High interest, low vocabulary.
B- 2	*World of Adventure* Series	High interest, low vocabulary.

JUNIOR HIGH LEVEL

ARITHMETIC

EDUCABLE MENTALLY RETARDED PROGRAM

Even at the secondary level, concept development must be reinforced through practical application. In the junior high it may be expected that some pupils are still establishing computational skills (especially those of multiplication and division). Similarly, for many EMR's fractions and decimals (money) take on meaning for the first time at this age level because of their relationship to shop and home economics programs, use of the school cafeteria and participation in school activities.

PUBLISHER CODE	TITLE	DESCRIPTION
E- 4	Fractional Wheel	
H-10	*Structural Arithmetic* Grade 3	Manipulative items and work text and teacher manuals.
K- 1	*Flash Cards,* Addition, Subtraction, Multiplication, Division	
T- 4	*Arithmetic Handy Pack*	Pad which includes calendar blanks, practice check blanks, table of measures.
R- 5	*Arithmetic That We Need*	Work text—emphasis on measuring, money, time and temperature.
F- 1	*Money Makes Sense* *Using Dollars and Sense*	Use real **money!**
C- 6	*Quizmo* Addition and Subtraction Multiplication and Division	Lotto game using number combinations.
C- 6	*Rubber Fraction Pies*	Color coded to indicate parts of whole.

PUBLISHER CODE	TITLE	DESCRIPTION
S- 1	*Self Teaching Arithmetic Books,* Books 4-5	Practice books.
M-10	*Tell Time Quizo*	Played like lotto.
R- 5	*Useful Arithmetic*	Arithmetic related to adult needs.
T- 1	*Individual Mathematic Maintenance Problems,* Level One	Cards with problem solving situations for individual use.
M- 2	*Training Fun with Numbers,* III, IV	Concepts of arithmetic are introduced and reinforced with practical work problems.

JUNIOR HIGH LEVEL
SOCIAL STUDIES

EDUCABLE MENTALLY RETARDED PROGRAM

At the junior high level, social studies for the EMR's has two major emphases:

1. Personal—social development
   The adolescent should be beginning to assume responsibility for his own actions, to work out a code to live by and to demonstrate his ability to interact with his peer group in school and community.

2. A depth study of the local community which notes:
   a) community change—local history, civic progress
   b) community responsibility—provisions for law, government, health, welfare, safety
   c) community recreation — facilities provided, how to use them
   d) community occupations—kinds of work done in the area
   e) inter-community relations—differences and similarities with other communities; exchange of goods and services.

Because much of this information cannot be found in available textbooks, library reference materials become especially important for this age level.

PUBLISHER CODE	TITLE	DESCRIPTION
B- 2	*You and the Community*	Five to six copies for group reference.
A- 1	*The Community Where You Live*	Resource for unit approach.
F- 1	*You and Your World*	Easy reading, considers projects related to home, school, community concepts.
P- 2	Man in Action Series *People and Their Actions In Social Roles*	Interdisciplinary approach to social science.

CODE PUBLISHER	TITLE	DESCRIPTION
F- 2	*To Be a Good American In Your Community, In Your State*	Workbooks which can apply to any community or state.
A- 9	*Teenagers Prepare for Work*	Suggests general prevocational situations.
A- 9	*Campus Work Experience*	Related to work-study in a school setting.
R- 5	*Finding Ourselves*	Related to map reading.
R- 5	*The Getting Along Series* of Skills	Five worktexts — incorporates all activities related to securing and holding a job.
F- 4	*Working Together*	Single copy reference.
H- 7	*Greenfield, U.S.A. Communities At Work*	Teacher edition — offers many suggestions for unit development.
S- 4	*In City, Town and Country* Diamond edition	Multi-ethnic text for a depth study of the community.
S- 4	*New Centerville*	Single copy reference.
S- 8	*We Look Around Us*	Single copy reference.
W-12	*Know Your World*	Student newspaper.
O- 6	*Bike Riders Manual*	
T- 4	*I Want a Driver's License*	
S- 2	*What Could I Do*	Raises question of occupational choice.
G- 1	The Discovery Series	Selected biographies — single copies.

PUBLISHER CODE	TITLE	DESCRIPTION
M- 2	*What Every Young Driver Should Know*	Presents social and economic aspects of the automobile.
E- 1	*Getting Along*	Ten pamphlets developing concepts of inter-personal relations.
F- 4	*Experiences in Wood and Related Materials for Special Classes*	Related skills—math, vocabulary, motor, attitudes are emphasized.
F- 4	*Snip, Clip and Stitch*	Pupils' program for clothing construction.
B- 3	*Steps in Home Living*	Simplified vocabulary in this text makes it appropriate for EMR girls.

JUNIOR HIGH LEVEL

SCIENCE

EDUCABLE MENTALLY RETARDED PROGRAM

Major science emphases continue to be those mentioned at the elementary level. However, because adolescents have more responsibilities within the family and those young people need specific information to survive in regular shop and home economics courses, the proper care and use of gas and electrical appliances, motor driven equipment, comes in for consideration. Adolescent curiosity (and appetites!) make this a good time to stress food preparation and preservation—and to experiment with food spoilage. Experimentation, observation and discussion should take precedence over reading about science; but information can be secured from such materials as:

PUBLISHER CODE	TITLE	DESCRIPTION
A- 1	*Exploring Science,* Book III	Single copy suggested.
A- 3	*ABC Science* Series, Books 3 and 4	Single copies of each are suggested.
B- 2	*Science and Conservation Series*	Good basic book. Single copy for reference.
B- 2	*What Is It?* Series	Supplementary reading.
C- 2	*The True Book* Series	Single copies.
F- 4	*Beginning Science* Books	Single copies.
V- 3	*Building A Strong Body*	Simplified health and science work text.
M- 1	*The Macmillan Life Science* series, Book 3	Three to five copies suggested for class use.
F- 1	*Plans for Living — Your Guide to Health and Safety*	Work text covers personal grooming and safety needs.

PUBLISHER CODE	TITLE	DESCRIPTION
T- 4	*Reading for Safety: Common Signs of Community Service and Safety* — Parts I and II	Replica of common signs.
F- 4	*Beginning Science Books*	Single copies for the room reference library.
G- 2	*Health and Safety for You, Science Everywhere, Discovering with Science*	Two or three reference copies can be useful at this level.
H- 4	*Today's Basic Science,* Book 3	Two or three copies are suggested for class use.
H- 4	*The Basic Science Education* Series	Paperbacks. Good reference material. Single copies.
M- 8	*How and Why Wonder Books*	Good reference material for unit study.
S- 6	*Science* 1, 2, and 3	Photographic plates make it possible to use these effectively with older children.
H- 7	*Science Far and Near*	Good reference — filmstrips. Accompanying filmstrips useful.
S- 4	*Science is Exploring*	Usable with small group study in junior high. Lends itself to unit adaptation.
S- 4	*Health for All,* Book Three	Good approach for both mental and physical health. Two or three copies are suggested for class use.

SENIOR HIGH LEVEL
LANGUAGE ARTS MATERIALS

EDUCABLE MENTALLY RETARDED PROGRAM

The EMR in senior high has, at most, four years in which to prepare for community self-sufficiency. For him the language arts program needs to focus on the kinds of language usage required in an adult world; the major portion of his English time will need to be spent in helping him make efficient use of whatever skills he brings with him from the previous classes—applying them to inter-personal relations, personal safety, social and occupational situations, economic demands.

PUBLISHER CODE	TITLE	DESCRIPTION
C- 7	Educator's Washington Dispatch Home and Family Life Series *A Day With The Brown Family* *Making A Good Living* *The Browns At School* *The Browns And Their Neighbors*	Written for adult illiterates, these books provide material for the EMR who arrives at senior high without measurable reading skills.
E- 4	*Signs of Everyday Life*	For review use with group.
G- 3	*English on the Job,* Books 1 and 2	Part I of each book provides good review of functional English.
P- 2	Lawson, Gary — *Newspaper Reading*	Pupil resource in English — should be related to use of the local newspaper.
T- 2	*Doorways to Employment* — Two pad set	Introductory forms for job applications.
S- 2	*The Job Ahead* Level I	Provides meaningful reading experiences relative to adult life.

PUBLISHER CODE	TITLE	DESCRIPTION
S-14	*I Want to Read and Write Learning and Writing English* Books I and II *Adult Reader*	For directed study supplemental use, small groups.
Z- 1	*Legible Print Writing for Store and Service Personnel*	For use with high school pupils to maintain manuscript writing patterns needed for adult community.
S-11	Functional Basic Reading Series *Off to Work* (Grade 9 or 10 *Colombo's Place* (Grade 9 or 10	For directed study with small groups. Content can be related to occupational adequacy, citizenship responsibility.
G- 2	*Help Yourself to Read, Write and Spell*	Adult interest words related to home, shop and sports.
A- 7	*Mott Basic Language Skills* Program 300	Sequential program designed for adolescents.
R- 3	Reader's Digest *Reading Skill Builders* Level 1-6	Content is appropriate for older adolescent, skill development in word recognition and comprehension.
N- 6	*Write Your Own Letters*	Examples of personal and business letters.
G- 3	*English On The Job* Books 1 and 2	Part I of each book provides good review.
G- 3	*Vocational English* Books I and II	Good teacher-pupil reference.
H- 9	*Language In Your Life* 1 and 2	Paperbacks—short lessons, several copies suggested.

PUBLISHER CODE	TITLE	DESCRIPTION
G- 2	*Our American Language*	Good review of grammar in simplified terms—with teacher's manual.
H- 4	*An Oral Language Practice Book*	Designed for practice by pupils—several copies for reference.
H- 4	*Spoken Drills and Tests in English*	Based on ear-training—several copies for reference.
H- 4	*Laugh and Learn Grammar*	Written at approximately 4th and 5th grade level with humorous illustrations.
F- 4	*The Turner Livingston Communication* Series	Emphasizes the communication facets in daily living.
F- 4	*Success in Language and Literature* A/B	May be too difficult for EMR pupils, could serve as teacher resource.

Supplementary Reading

PUBLISHER CODE	TITLE	DESCRIPTION
H- 7	*Teen-Age Tales* Books A-D	
W- 4	*Biographies of Great Americans* Series	
M- 9	*"And Hereby Hangs the Tale" Series*	
F- 4	*Interesting Reading Series*	
R- 3	*Reader's Digest Adult Readers*	
H- 4	*Reading Motivated Series*	
F- 5	*Checkered Flag* Series	

SENIOR HIGH LEVEL
ARITHMETIC

EDUCABLE MENTALLY RETARDED PROGRAM

Arithmetic in the senior high school programs for EMR's must provide experiences and practice in dealing with the kinds of situations they will meet in our communities. Actual articles, i.e., checks, deposit slips, etc. are preferred over representations of articles.

The math program in the senior high school will require much planning and correlation by the teacher.

PUBLISHER CODE	TITLE	DESCRIPTION
	Newspapers	Ads related to Food Clothing Furniture—care Cars Rental property
	Checks, deposit slips	Used for all phases of banking services Savings accounts—including interest due Checking accounts Club accounts—Christmas, vacation, tax, etc. Loans—including interest paid Loan companies
	Calendars	Figuring—days, dates, holidays, vacation, etc.—date books
	Clocks	And watches of many kinds, makes, sizes
	Phone books	Alphabetizing, uses of yellow pages
	Catalogues	Mail order buying.

PUBLISHER CODE	TITLE	DESCRIPTION
	U. S. Monies	Coins and currency—as used in true life situations. (Play money is not a realistic teaching aid.)
	Tickets	Cost of tickets—athletic events, dinner, concerts, plays, admittance or hourly fee for skating rink, swimming pool, golf course, etc.
	Application blanks	Practice in filling out forms.
	Measures	
	Liquid	Pint, quart, half gallon, gallon, etc.
	Dry	Cup, ½, ¼, ⅓, cups, Tbsp., Tsp., (oz., lb., doz., box, etc.)
	Linear	Ruler yardstick, carpenter's square, gauges of various types.
	Heat-Cold	Thermometers of various kinds, hydrometer
	Schedules	Public transportation Entertainment—TV, theatre, Sports, meetings School hours Working hours Time allowances in travel
	Budgets	In terms of size of family and amount of income; priority listing of individual or family expenses. Relates to work-study program.
	Math problems related to work	Gross and net earnings, withholding, holiday and vacation pay, sick leave, overtime pay (time-and-a-half and double-time), piece work rate, computing pay on basis of hours and pay, salary vs. hourly wage scales, etc.

PUBLISHER CODE	TITLE	DESCRIPTION
N- 5	*The Money You Spend*	Related to work-study.
P- 2	*Everyday Business Mathmatics In Living*	Workbooks developed by special class teacher.
R- 5	*Getting Ready for Pay Day* *Checking Accounts* *Savings Accounts* *Planning Ahead*	Workbooks to develop practice in money matters.
R- 5	*Useful Arithmetic*	Good review for some senior high pupils.

SENIOR HIGH LEVEL
SOCIAL STUDIES

EDUCABLE MENTALLY RETARDED PROGRAM

The purpose of social studies for the senior high EMR is to round out his preparation for and assist his transition to adult community living. Emphasis is given to the development of habits and attitudes that encourage objective self-appraisal, contributing family membership, responsible citizenship and efficient work patterns—with opportunities for the pupil to demonstrate the degree to which he can meet these goals. The social studies program must, therefore, relate to the occupational orientation and work-study program for EMR's as well as provide background to partially meet the standards for graduation. Ohio history, United States history and government should be taught at a level commensurate with the pupil's ability and rate for learning.

Library reference materials, both with the classroom and in the school library, thus become major teaching aids, because the most important content may not be available in any textbook currently available.

OHIO HISTORY

PUBLISHER CODE	TITLE	DESCRIPTION
A- 3	*Our State*	Single copy reference.
B- 2	*Where the Ohio Flows*	Single copy reference.
C- 3	*Enchantment of America* Series *Lakes, Hills and Prairies* *Ohio*	Well illustrated—acceptable format for high school.
F- 2	*Land of the Great Lakes*	Single copy reference.
M- 8	*Columbus, the Buckeye Capital*	Several copies for reference.
M- 8	*The Story of Ohio*	Workbook which can be adapted for use with EMR's.
P- 5	*Ohio, the Buckeye State*	Several copies for reference.

UNITED STATES HISTORY AND GOVERNMENT

PUBLISHER CODE	TITLE	DESCRIPTION
A- 1	*Our America*	Several copies for reference.
F- 2	*The Story of America Series*	Single copy for reference.
G- 3	*Exploring American History*	Single copy for reference.
G- 5	*America and Its Presidents*	Single copy for reference.
H-10	*America is My Country*	Single copy for reference.
N- 6	*The Story of Our America* Worktext edition	Several copies for reference.
S- 4	*In All Our States*	Several copies for reference.
S-14	*Our United States*	Several copies for reference.
M- 2	*Target American History*	Simplified worktext for use with EMR pupils.
B- 2	*We The People*	A civics book—five to six copies are suggested.
C- 3	*You and the Constitution of the United States*	Single copy for reference.
C- 3	*You and the United States*	Single copy for reference.
R- 5	*Foundations of Citizenship,* Rev.	Personal level of responsibilities of citizenship.
R- 5	*Rights and Duties of Citizens*	Workbook to accompany text.

PUBLISHER CODE	TITLE	DESCRIPTION
R- 5	*You*	Develops self-understanding of social skills and attitudes.
S-14	*My Country*	Handbook written for adult illiterates.
U- 1	*Federal Textbook on Citizenship, Simplified edition*	Five or six copies suggested.
U- 1	*How Our Laws Are Made*	Single copy for reference.
U- 1	*Our American Government*	Single copy for reference.
N- 6	*How to Become A United States Citizen*	Three to five copies suggested for small group use.
N- 6	*How We Live*	A citizenship handbook, written for adult illiterates. Three to five copies suggested.
N- 6	*Live and Learn*	A corollary to How We Live. Simple vocabulary. Three to five copies suggested.
O- 2	*How to be a Wise Consumer*	Used also with math, this brings a personal dimension to the responsibilities of the citizen.
W- 5	*Government and the People*	Written by special class teacher. Several copies suggested.

Occupational Orientation

PUBLISHER CODE	TITLE	DESCRIPTION
A- 9	*Teenagers Prepare for Work*	Introduction to work-study.
A- 9	*Campus Work Experience*	Single copy for reference.

PUBLISHER CODE	TITLE	DESCRIPTION
C- 7	*Making A Good Living*	Written for adult illiterates. Two to three copies suggested.
F- 3	*Finding Your Job* Series	Detailed descriptions of jobs. Class reference materials.
F- 3	*Finding Your Job* Workbook	Worktext to accompany "Finding Your Job" series.
F- 3	*Help Yourself To A Job,* Parts I and II	Worktext which can supplement "Finding Your Job" series.
F- 4	*Accent Education* Series	Emphasizes social skills and social attitudes, developed by Educational Opportunities Project.
F- 4	*The Turner Livingston Reading* Series	Leads to self-understanding and social behaviors.
F- 4	*Turner Career Guidance Series*	Provides basic information on world of work.
F- 4	*Follett Vocational Reading Series*	Single copies for reference.
N- 5	*The Jobs You Get* Level I	Contains information needed to secure a job.
R- 5	The *Getting Along . . . . Series*	Single copy for teacher reference.
R- 5	*The Happy Housekeepers*	Single copy suggested.
N- 6	*Your Family and Your Job*	Several copies suggested.
S- 2	*Junior Guidance Booklets*	Several copies suggested.

PUBLISHER CODE	TITLE	DESCRIPTION
S-11	*Off To Work*	Points out characteristics for success on jobs and in community.
S-19	*A Teenager's Guide to Employment*	For each pupil prior to work experience.
U- 1	*A Social Security Card For You*	Essential for every pupil prior to employment.
N- 4	*News for You* A and B editions	An adult approach to student newspapers.
F- 4	*Understanding the Automobile*	Systems of the auto are presented on a general basis and repeated with more detail.

SENIOR HIGH LEVEL
SCIENCE

EDUCABLE MENTALLY RETARDED PROGRAM

The importance of physical and mental health is a primary consideration in the science program—with emphasis now on family and citizenship responsibilities as well as personal and safety. An amazing amount of general science can be assimilated in relation to job orientation, also—such as uses and choices of detergents, stain removal, choice of paint and varnishes for specific uses, friction, etc. Wherever feasible, observation and experimentation are the best approaches; but supplementary book information can be helpful.

PUBLISHER CODE	TITLE	DESCRIPTION
B- 2	*Young People's Science Encyclopedia*	For reference.
F- 4	*Our National Parks*	Single copies.
F- 4	*Nature Adventure Series*	Reference copies.
L- 7	*Better Living*	Work texts related to marriage and parenthood.
L- 7	*Safe and Sound*	A work text considered to be a handbook for future parents.
V- 3	*Tobacco, Alcohol and Your Health*	A booklet written for EMR.
G- 2	*Discovering with Science Adventuring in Science*	Single copies for reference.
H- 4	*The Basic Science Education Series*	Paperbacks — single copies for reference.

PUBLISHER CODE	TITLE	DESCRIPTION
A- 6	*About Growing Up* *Being Teenagers* *Our School Life* *Discovering Myself* *Planning My Future* *Towards Adult Living*	Several copies for reference.
R- 3	Readers Digest Science Readers *Red Book* *Green Book* *Blue Book*	Several copies suggested.
S- 4	*Science is Experimenting* *Science is Discovering* *Science is Adventuring*	Single copies suggested for reference.
S- 4	*Health for All* Books 4, 5 and 6	Single copies suggested for reference.

INSTRUCTIONAL MEDIA

Audio-Visucl Apparatus

Educational equipment are an additional method providing EMR children with increased educational experiences. Teachers must assume the responsibility for learning to use the necessary "hardware" and where appropriate teach EMR pupils to operate the equipment for themselves. These items include:

3 speed record players
Tape recorders and listening posts
overhead projectors
movie projectors
film-strip projectors
film loop projectors
cameras
television equipment
Language Masters, Audio Notebooks, etc.

Many publishers are now including audio-visual media to supplement the printed instructional materials and many are preparing instructional "packages" which include books, records, films, filmstrips and so forth. Where such media are appropriate they should be used. In addition there are many companies interested only in audio-visual media. *In both cases the teacher should preview the material before use with pupils.*
This list includes the names and addresses of companies whose materials may be used to supplement and reinforce instructional concepts.

RECORDS

Bowman Records
10515 Burbank Blvd.
North Hollywood, Calif. 91601

Children's Music Center, Inc.
5373 West Pico Blvd.
Los Angeles, Calif. 94546

Concept Records
P. O. Box 524
North Bellmore, New York 11105

Educational Activities, Inc.
Box 392
Freeport, New York 11520

Educational Record Sales
157 Chambers Street
New York, N. Y. 10007

Eyegate Records
146-01 Archer Avenue
Jamaica, New York 11435

Folkways/Scholastic Records
906 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Kimbo U.S.A. Records
Box 55
Deal, New Jersey 07723

Motivation Records
Argosy Music Corporation
200 West 57th Street
New York, N. Y. 10019

Summy-Birchard Publishing Co.
1834 Ridge Avenue
Evanston, Illinois 60204

Weston Woods
Weston, Conn. 06880

FILMSTRIPS

Bailey Films
6509 De Longpre Avenue
Hollywood, Calif. 90028

Herbert Elkins Company
10031 Commerce Avenue
Tujunga, Calif. 91042

Encyclopedia Britannica Films
425 North Michigan Avenue
Chicago, Illinois 60611

Eye-Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

2

Imperial Film Company
321 South Florida Avenue
Lakeland, Florida 33802

Jam Handy Organization
2821 E. Grand Blvd.
Detroit, Michigan 48211

Jeri Productions
Suite #209 — 1213 N. Highland Avenue
Hollywood, Calif. 90038

McGraw Hill Films
330 West 42nd Street
New York, N. Y. 10036

Popular Science Publishing Co.
Audio-Visual Division
355 Lexington Avenue
New York, N. Y. 10017

Smithsonian Institution
Audio-Visual Services
Washington, D. C. 20560

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

W.A.S.P. Filmstrips
Palmer Lane West
Pleasantville, New York 10570

Weston Woods
Weston, Conn. 06880

TRANSPARENCIES

(Teachers are encouraged to make their own)

Creative Visuals
Box 310
Big Spring, Texas

Eye Gate Transparencies
146-01 Archer Avenue
Jamaica, New York 11435

General Aniline and Film Corp.
Audio-Visual Department
Johnson City, New York

Instructional Aids, Inc.
Box 293
Owatonna, Minn. 55060

Instructo Teaching Transparencies
Philadelphia, Penna. 19131

Minnesota Mining & Manufacturing Co.
Visual Products Division
2501 Hudson Road
St. Paul, Minn. 55101

Technifax Corp.
Holyoke, Mass. 01040

United Transparencies, Inc.
P. O. Box 888
Binghamton, New York

Visualcraft, Inc.
2737 West Union Avenue
Blue Island, Ill. 60406

TAPES

Imperial Productions, Inc.
Department K
Kankakee, Illinois 60901

Media
P. O. Box 2067
Van Nuys, California 91404

FILMS

Bailey Films
6500 DeLongpre Avenue
Hollywood, Calif. 90028

Coronet Films
65 East South Water Street
Chicago, Illinois 60601

Encyclopedia Brittanica Films
1150 Wilmette Avenue
Wilmette, Illinois 60091

Henk Newenhouse, Inc.
1017 Longaker Road
Northbrook, Ill. 60062

McGraw Hill Films
330 West 42nd Street
New York, New York 10036

Spencer Nelson Film Production
1229 University Avenue
Boulder, Colorado 80302

Thorne Films
1229 University Avenue
Boulder, Colorado 80302

United World Films, Inc.
221 Park Avenue South
New York, N. Y. 10003

Weston Woods
Weston, Conn. 06880

MULTI-MEDIA SYSTEMS

Avid-Corporation
P.M. & E. Division
10 Tripps Lane
East Providence, Rhode Island 02914

Bell and Howell Company
7100 McCormick Road
Chicago, Illinois 60645

Didactics Corporation
700 Grace Street
Mansfield, Ohio 44905

Educational Developmental Laboratories
Huntington, New York 11743

Electronics Futures, Inc.
57 Dodge Avenue
North Haven, Conn. 06473

The Grolier Educational Corp.
845 Third Avenue
New York, N. Y. 10022

Perceptual Development Laboratories
6767 Southwest Avenue
St. Louis, Missouri 63143

Rheem Califone
5922 Bowcroft Street
Los Angeles, Calif. 90016

TEACHING AIDS

(This listing includes companies with perceptual development materials and general teaching aids.)

Beckley-Cardy Company
1900 North Narragansett Street
Chicago, Illinois 60639

Dick Blick
P. O. Box 1267
Galesburg, Illinois 61401

Milton Bradley Company
Springfield, Mass. 01101

Constructive Playthings
1040 East 85 Street
Kansas City, Missouri 64131

David C. Cook Publishing Company
Public School Division
Elgin, Illinois 60120

Creative Playthings
Princeton, New Jersey 08540

Dolch Teaching Aids
Garrard Publishing Company
Champaign, Illinois 61820

Developmental Learning Materials
3505 N. Ashland Avenue
Chicago, Illinois 60657

The Fernhaven Studio
19631 Grandview Drive
Topanga Canyon, Calif. 90290

E. M. Hale & Company
Eau Claire, Wisconsin 54701

Ideal School Supply Co.
Oak Lawn, Illinois 60453

Instructo Products Company
1635 N. 55th Street
Philadelphia, Pa. 19131

Judy Company
310 North Second Street
Minneapolis, Minn. 55401

Learning Aids
P. O. Box 7641
Detroit, Michigan

The Learning Center
Elementary School Department
Princeton, New Jersey 08540

Learning Materials, Inc.
100 East Ohio Street
Chicago, Illinois 60611

L I O N S
Box 1045
Winter Haven, Florida 33880

Noble & Noble Publishers
750 Third Avenue
New York, N. Y. 10017

P.A.S.S., Inc.
Box 1004
Minneapolis, Minn. 55440

Sifa Toys
834 N. 7th Street
Minneapolis, Minn. 55403

Standard Publishing
8121 Hamilton Avenue
Cincinnati, Ohio 45231

R. H. Stone Products
18279 Livernois
Detroit, Michigan 48221

Sturgis Library Products, Inc.
P. O. Box 130
1360 West Chicago Road
Sturgis, Michigan 49091

Teaching Aids
A Division of A. Daigger & Co.
159 West Kinzie Street
Chicago, Illinois 60610

Teaching Resources Division
New York Times
334 Boylston Street
Boston, Mass. 02116

PROFESSIONAL BOOKS

Allen and Lee: *Learning to Read Through Experience,* Appleton-Century Company, New York, New York, revised, 1962.

Baker, Harry J.: *Introduction to Exceptional Children,* The Macmillan Company, New York, New York, 1953.

Barbe, Walter E.: *Educator's Guide to Personalized Reading Instruction* (Gr. 1-6), Prentice Hall, Englewood Cliffs, New Jersey, 1961.

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Cruickshank, William: *A Teaching Method for Brain Injured and Hyperactive Children,* Syracuse University Press, Syracuse, New New York, 1961.

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Featherstone, William: *Teaching the Slow Learner,* (revised) Bureau of Publications, Teachers College, Columbiana University, New York, New York, 1951.

Fernald, Grace: *Remedial Techniques in Basic School Subjects,* McGraw-Hill Book Company, New York, New York, 1943.

Gaitskell, Charles and Gaitskell, Margaret: *Art Education for Slow Learners,* Charles A. Bennett Company, Inc., Peoria, Illinois, 1953.

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Kirk, Samuel: *Teaching Reading to Slow Learning Children,* Houghton-Mifflin Company, Boston, Massachusetts, 1951.

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Kottmeyer, W.: *Teachers Guide for Remedial Reading,* McGraw-Hill Book Company, New York, New York, 1959.

Lewis, Richard S., Strauss, Alfred A., Lehtinen, Laura E.: *The Other Child, The Brain Injured Child,* second edition, Grune and Stratton, New York, New York, 1960.

McDonald, Eugene T.: *Understand Those Feelings,* Stanwix House, Inc., Pittsburgh, Pennsylvania, 1962.

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Montessori, Maria: *The Discovery of the Child,* The Theosophical Press, Box 270, Wheaton, Illinois, 1948.

Piaget, J.: *The Origins for Intelligence in Children,* International Universities Press, New York, New York, 1952.

Rabinovitch, R. D.: *Reading and Learning Disabilities,* Basic Books, New York, New York, 1959.

Rothstein, Jerome: *Mental Retardation,* Holt, Rinehart, and Winston, Inc., New York, New York, 1962.

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BULLETINS

Boy Scouts of America
U. S. Route 1
New Brunswick, New Jersey 08903
Scouting for the Retarded Boy

Dayton Public Schools
348 West First Street
Dayton, Ohio 45402
A Child and His Speech

Devereux Foundation
Department of Publications
Devon, Pennsylvania 19333
Religion in the Life of the Mentally Retarded
Teaching the Educable Mentally Retarded Child

Lansing Public Schools
Department of Special Education
Lansing, Michigan
Ten Years of Work Experience, 1954-1964

National Association for Retarded Children
420 Lexington Avenue
New York, New York
Bibliography of Books on Retardation

The National Education Association
1201 Sixteenth Street
Washington, D. C.
The Educable Mentally Retarded Child in the Elementary School

National Rehabilitation Association
1522 K Street, N. W.
Washington, D. C. 20005
Providing Full Vocational Opportunities for Retarded Adolescents and Adults

State of Ohio
Department of Education
State Office Building
Columbus, Ohio 43215
Curriculum Considers Child Development
Curriculum Considers Adolescent Development

State of Ohio
Division of Special Education
3201 Alberta Street
Columbus, Ohio 43204
Bibliography of Current Publications

State Department of Public Instruction
Bureau for Handicapped Children
Madison 3, Wisconsin
Readiness Activities for Mentally Retarded Children
Bulletin #4

United Cerebral Palsy Association
220 West 42nd Street
New York, New York
A Curriculum Focus for Child With Cerebral Palsy and Mental Retardation

United States Department of Health, Education and Welfare
United States Government Printing Office
Washington, D. C. 20402
Guide to Job Placement of the Mentally Retarded, Bulletin No. 749-894
Preparation of Mentally Retarded Youth for Gainful Employment, Bulletin No. 28
Training Opportunities for Women and Girls, Bulletin No. 274

United States Department of Labor
Regional Office
Cleveland, Ohio
A Guide to Child-Labor Provisions, Child Labor Bulletin, No. 101

Regional Instructional Materials Center
for Handicapped Children & Youth
Regional Instructional Materials Center
216 Erickson Hall
East Lansing, Michigan 48823
Dissemination Documents

PUBLISHERS

A- 1 Allyn & Bacon, Inc.
310 West Polk Street
Chicago, Illinois 60607

A- 3 American Book Company
300 Pike Street
Cincinnati, Ohio 45202

A- 4 Appleton-Century-Crofts
34 West 33rd Street
New York 1, New York 10016

A- 6 American Guidance Services, Inc.
720 Washington Avenue, S. E.
Minneapolis, Minnesota 55414

A- 7 Allied Education Council
Distribution Center
Galien, Michigan 49113

A- 8 American Association Health,
Physical Education & Recreation
1201 16th Street, N. W.
Washington, D. C. 20036

A- 9 Allen Company
4200 Arbutus Court
Heyward, California 94542

B- 1 Behavioral Research Laboratories
Box 477
Palo Alto, California 94301

B- 2 Benefic Press
Publishing Division of Beckley-Cardy Co.
10300 W. Roosevelt Rd.
Westchester, Illinois 60153

B- 3 Benton Review Publishing Co.
Fowler, Indiana 47944

B- 4 Bobbs-Merrill Company
4300 West 62nd Street
Indianapolis, Indiana 46206

C- 5 Continental Press
Elizabethtown, Pennsylvania 17022

C- 6 Creative Playthings, Inc.
Princeton, New Jersey 08540

C- 7 Arthur C. Croft, Publishers
New London, Connecticut 06320

C- 8 Chandler Publishing Company
124 Spear Street
San Francisco, California 94105

C- 9 Cuisenaire Company of America, Inc.
9 Elm Avenue
Mount Vernon, New York 10550

C-11 Constructive Playthings
1040 E. 85th Street
Kansas City, Missouri 64131

D- 1 The John Day Company, Inc.
62 West 45th Street
New York, New York 10036

E- 1 The Economics Press, Inc.
P.O. Box 480
Montclair, New Jersey 07042

E- 2 The Economy Co.
5811 West Minnesota Street
Indianapolis, Indiana 46241

E- 3 Educational Service, Inc.
P.O. Box 112
Benton Harbor, Michigan 49022

E- 4 Exceptional Products Corporation
P.O. Box 6374
Minneapolis, Minnesota 55423

E- 5 Encyclopedia Britannica Press Inc.
425 North Michigan Avenue
Chicago, Illinois 60611

F- 1 Fearon Publishers, Inc.
2165 Park Boulevard
Palo Alto, California 94306

PUBLISHERS

F- 2 F.O.R.E. Communications Management Group
2020 R. Street, N.W.
Washington D. C. 20009

F- 3 The Finney Company
3350 Gorham Avenue
Minneapolis, Minnesota 55426

F- 4 Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

F- 5 Field Educational Publications Inc.
117 E. Palatine Road
Palatine, Illinois 60067

G- 1 Garrard Publishing Co.
1607 North Market Street
Champaign, Illinois 61820

G- 2 Ginn and Company
450 West Algonquin Road
Arlington Heights, Illinois 60005

G- 3 The Globe Book Company
175 Fifth Avenue
New York, New York 10010

G- 4 Golden Press, Inc.
850 Third Avenue
New York, New York 10022

H- 2 C. S. Hammond & Company
515 Valley Street
Maplewood, New Jersey 07040

H- 3 Harcourt, Brace and World
7555 Caldwell Avenue
Chicago, Illinois 60648

H- 4 Harper and Row, Publishers, Inc.
49 East 33 Street
New York, New York 10016

H- 7 D. C. Heath Company
1815 Prarie Avenue
Chicago, Illinois 60616

H- 9 Holt, Rinehart and Winston, Inc.
283 Madison Avenue
New York, New York 10017

H-10 Houghton-Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107

H-12 Hayes School Publishing Company
321 Pennwood Avenue
Wilkinsburg, Pennsylvania 15221

I- 1 Initial Teaching Alphabet Publications Inc.
20 East 46th Street
New York, New York 10017

I- 5 Instructo Products
1635 North 55th Street
Philadelphia, Pennsylvania 19131

J- 1 The Judy Company
310 North Second Street
Minneapolis, Minnesota 55401

K- 1 Kenworthy Educational Service Inc.
Box 3031
Buffalo, New York 14205

L- 1 Laidlaw Brothers, Publishers
River Forest, Illinois 60305

L- 3 The Learning Center, Inc.
P.O. Box 330
Princeton, New Jersey 08540

L- 4 Learning Materials, Inc.
425 North Michigan Avenue
Chicago, Illinois 60611

L- 5 J. B. Lippincott Company
East Washington Square
Philadelphia, Pennsylvania 19105

L- 6 Little, Brown and Company
34 Beacon Street
Boston, Massachusetts 02106

L- 7 Gary Lawson
9488 Sara Street
Elks Grove, California 95624

PUBLISHERS

L- 8 Lyons and Carnahan
407 East 25th Street
Chicago, Illinois 60616

M- 1 The Macmillian Company
60 Fifth Avenue
New York, New York 10011

M- 2 Mafex Associates
Box 519
Johnstown, Pennsylvania 15907

M- 3 Mc Cormick Mathers Publishing Company
300 Pike Street
Cincinnati, Ohio 45202

M- 4 McGraw Hill Book Company
530 West 42nd Street
New York, New York 10036

M- 6 Melmont Publishers, Inc.
310 South Racine Avenue
Chicago, Illinois 60607

M- 8 Charles E. Merrill Books, Inc.
1300 Alum Creek Drive
Columbus, Ohio 43216

M- 9 Mid America
1224 West Van Buren Street
Chicago, Illinois 60607

M-10 Milton Bradley Company
Springfield, Massachusetts 01101

N- 4 New Readers Press
Box 131
Syracuse, New York 13210

N- 6 Noble & Noble Publishers
750 Third Avenue
New York, New York 10017

O- 1 F. A. Owen Publishing Company
Instructor Park
Dansville, New York 14437

O- 2 The Oxford Book Company
71 Fifth Avenue
New York, New York 10003

O- 4 Open Court Publishing Company
P.O. Box 399
La Salle, Illinois 61301

P- 2 Pierson Trading Company
6109 Burns Way
Sacramento, California 95824

P- 3 Primary Educational Service
1243 West 79th Street
Chicago, Illinois 60620

P- 4 Porter-Sargent Publisher
11 Beacon Street
Boston, Massachusetts 02108

P- 5 Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07682

P- 7 Pruett Press, Inc.
Boulder, Colorado 80302

R- 1 Rand McNally
P.O. Box 7600
Chicago, Illinois 60690

R- 2 Random House, Inc.
457 Marison Avenue
New York, New York 10022

R- 3 The Reader's Digest Services, Inc.
Educational Division
Pleasantville, New York 10570

R- 5 Frank E. Richards
1453 Main Street
Phoenix, New York 13135

S- 1 Scholastic Book Services
50 West 44th Street
New York, New York 10036

S- 2 Science Research Associates (SRA)
259 East Erie Street
Chicago, Illinois 60611

S- 4 Scott, Foresman and Company
433 East Erie Street
Chicago, Illinois 60611

S- 5 E. C. Seale and Co., Inc.
1053 East 54th Street
Indianapolis, Indiana 46220

S- 6 Silver Burdett Company
Morristown, New Jersey 07960

S- 8 L. W. Singer Inc.
249 West Erie Boulevard
Syracuse, New York 13202

S-11 Stanwix House, Inc.
3020 Chartiers Avenue
Pittsburgh, Pennsylvania 15204

S-14 The Steck-Vaughn Company
P.O. Box 2028
Austin, Texas 78767

S-19 State of Ohio
Department of Highway Safety
240 Parsons Avenue
Columbus, Ohio 43205

T- 1 Tools for Education Inc.
Burlington, Wisconsin 53105

T- 2 Teaching Aids, Division of A. Daigger & Company
159 West Kinzie Street
Chicago, Illinois 60610

T- 4 Fern Tripp
2035 East Sierra Valley
Dinuba, California 93618

T- 5 Teaching Resources, Inc.
334 Boylston Street
Boston, Massachusetts 02116

U- 1 United States Government Printing Office
Superintendent of Documents
Washington, D. C. 20402

V- 3 Venture Media Associates
Box 2162
Merced, California 95340

W- 2 Wenkart Publishing Company
4 Shady Hill Square
Cambridge, Massachusetts 02138

W- 4 Webster Division
McGraw Hill Book Company
530 West 42nd Street
New York, New York 10036

W- 5 Welsh Printing Company, Inc.
2785 East Foothill Boulevard
Pasadena, California 91107

W- 7 Wheeler Publishing Company
161 East Grand Avenue
Chicago, Illinois 60611

W-12 My Weekly Reader
American Education Publication
1250 Fairwood Avenue
Columbus, Ohio 43216

Z- 1 Zaner-Bloser Company
612 North Park
Columbus, Ohio 43215